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ABSTRACT

Four games for use in the foreign language classroom are described. The first, "A Shopping Game," by Gordon Hartig, is played on a game board in the German classroom and provides practice in producing sentences with the preposition "in," which in some instances takes the dative and in others takes the accusative. A diagram of the game board is included. The second game, by Pat Morrison, is called "Donde Iras -- Donde Estas?" and is designed to provide the student with a form of "survival Spanish." Students, for example, must answer a question which proposes a "problem," such as, "You have the flu -- where will you go?" On another occasion the students themselves may make up the problems to be answered. The third game, "French Game: Variations on Vocabulary," describes ways of drilling vocabulary. One of the variations is to give the students a list of French words (such as those for "cloud," "rice," "cotton," "paper," and "lily") and they must say in French what these words have in common (in this case, they are "all white"). The final game, "Game Time in Italian," by Georgiana Augulli, is designed as a review of verbs that have been taught and drilled. Each student is given a game board (an empty verb chart) and an envelope containing various verb forms written on slips of paper. The object of the game is to put the verbs in the correct places on the chart as quickly as possible. (CFM)

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for the CLASSROOM

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A SHOPPING GAME

Gordon Hartig

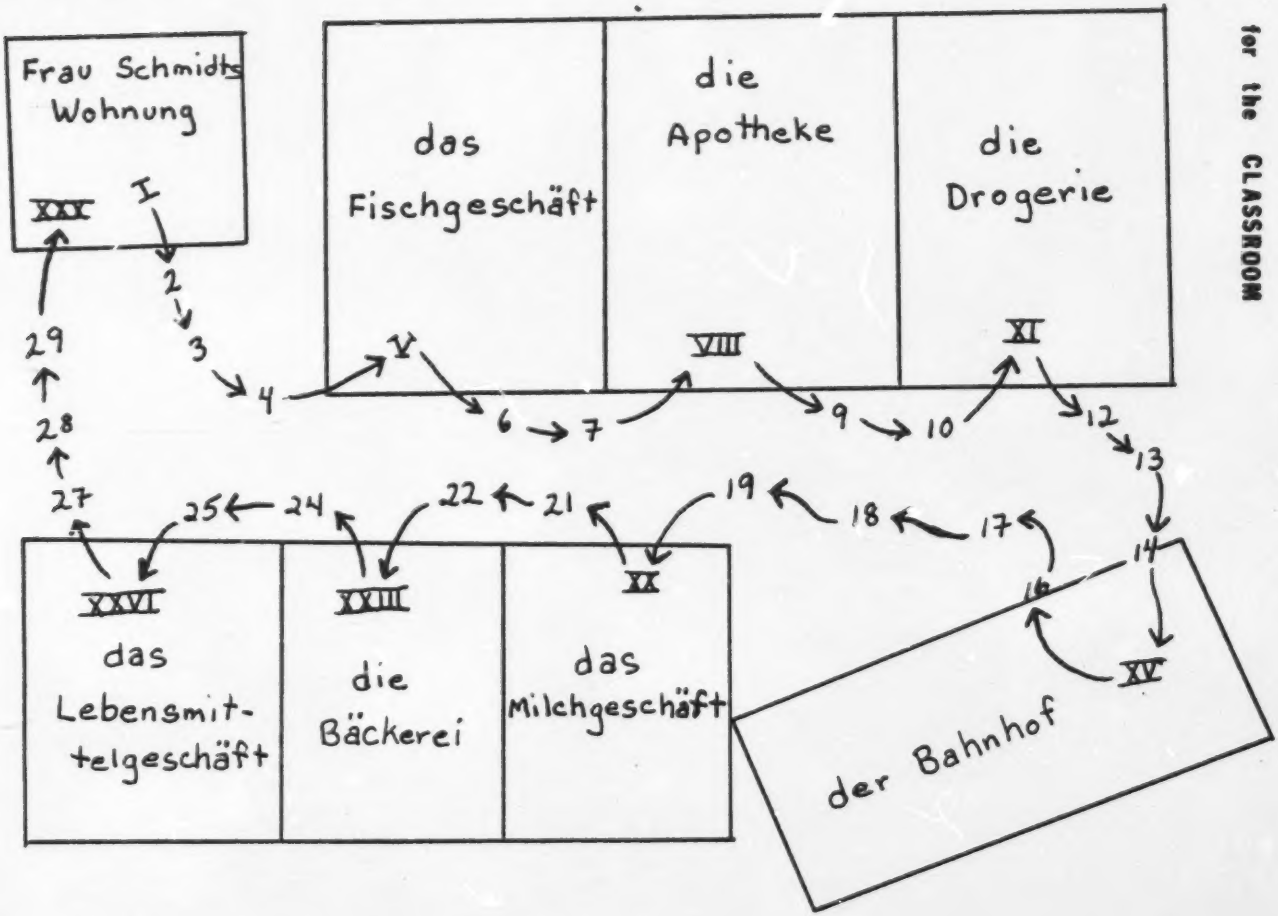
The shopping game, with students producing only one preposition--in--can provide excellent practice--in small groups--of utterances using the either/or prepositions. The game board, which can be prepared on ditto and distributed, is shown on page 20.

The students are told to imagine that they are studying in Germany for several weeks in the summertime. Every few days they have gone shopping with Frau Schmidt, who, in very orderly fashion, always follows the same route. One day Frau Schmidt is ill, and the student volunteers to do the shopping for her. She/he invites a friend along for company, and this friend continually asks on the street where they are going and in the stores the friend wants to know where they are. Thus, the student's task, if she/he wishes to progress along the game board, is to answer her/his friend's questions correctly.

For example, just to begin the student must correctly answer that they are in Frau Schmidt's apartment: Wo sind wir? Wir sind in Frau Schmidts Wohnung. For those who wish to complicate things, the response can be Wir sind in der Wohnung von Frau Schmidt. For the remainder of the game, every time a student lands on an arabic number she/he must answer using a form of in plus the Accusative, referring to the next store on the path. If she/he lands on a Roman numeral the answer should consist of in plus the Dative. Students proceed by drawing cards (1-5) or rolling a single die for each move. The first one to return to Frau Schmidt's apartment is the winner. Every time a student makes a mistake involving case, she/he loses a turn.

If students are already familiar with what one buys in which stores in Germany, an additional individual assignment could be to relate in writing which stores the student went to, using the Accusative case, and what she/he bought in each store.

(from *Dialog* Vol. XII, Sept., 77)



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¿DÓNDE IRÁS--DÓNDE ESTÁS?

Pat Morrison

This activity is designed to provide the student with a form of "survival Spanish." Survival Spanish entails the use of learning activities such as simulations, role playing, and games which are designed within the framework of the culture and its environment. The emphasis is on formulating simple, usable, and relevant phrases and utterances for gaining information about the area, the people, and in order for the student to describe himself and his home and customs to others.

The teacher places the drawing on the blackboard or the overhead projector. After the students have been familiarized with each establishment and can use the forms orally, the teacher may either pose questions orally or on 3x5 cards. Each student must answer a question proposing a "problem" and where students will go to resolve the problem. If the questions are on cards, one student can set up the problem and the next student can tell in the language where he will go to resolve it.

EXAMPLES:

Tienes la influenza--¿dónde irás?	(Iré al doctor.)
Necessitas una corbata nueve--¿dónde irás?	(Iré a la tienda de ropa.)
Es el día de madres--¿dónde irás?	(Iré a la florería.)

The teacher may on another occasion switch to having students make up the problems as well as answering them. Other establishments may be added to or replace those in the drawing. This activity, which provides meaningful drill in a more pleasurable setting, can be used with small groups and for point accumulation, as the teacher desires. Students, too, may contribute activities based on this same general approach.

(from *Dialog*, Vol. XII, Sept., 77)

FRENCH GAME: VARIATIONS ON VOCABULARY

Once your students have attained a "certain proficiency" with their French vocabulary, it can be fun to play games using what they have learned. As the teacher, you can get them started by giving them a list of words that have something in common. Here is an example:

nuage / riz / coton / papier / muguet

The response..."en français" would be that they are all white.

This kind of game can allow students to use their own creativity and to build their vocabulary in a fun way. Get them started and then let them come up with their own. It can be done all in French...or the words can be given in French and the responses in English. For a variation, have the students come up with a list of five words in which one word does not belong. For example:

bacon / toast / lait / glace / céleri

The response..."lait" parce qu'on boit le lait et on mange les autres choses.

The same kinds of things can be done with geography, history, music, etc.

(from *Dialog*, Vol. XII, Sept., 77)

GAME TIME IN ITALIAN

(This game idea was submitted to *Foreign Language Notes*, the state newsletter of New Jersey, by Georgiana Augiulli who teaches at John F. Kennedy High School in Patterson, N.J.)

Anything taught in a tense and businesslike manner can be taught better as a relaxed, enjoyable learning experience.

Most verbal patterns may be adapted to some sort of game. Naturally,

the pattern must be first taught and drilled. Then further fixing of the concept can be done through games. Finally, contextual speaking, reading and writing are necessary.

The game about to be described can be constructed for all kinds of verbs. One can confine oneself to a single tense or "play" with a number of tenses. Let us limit ourselves to five Italian verbs that are irregular in the present tense.

A game board is made on a ditto master according to the following model: (8" x 11").

	AVERE	ESSERE	DARE	STARE	FARE
IO					
TU					
EGLI					
NOI					
VOI					
ESSI					

Thirty or so copies are run off on the duplicator. The master is returned to the ink sheet and the answers are filled into the appropriate boxes. Now fifty or more copies are run off. Thirty of these are cut into the separate boxes containing the verb forms. (No pronouns!) The pieces of each sheet are placed in envelopes. If preparing for 25 students, 25 envelopes. Selected students can do most of this preparation and will be glad to be involved.

The game boards, the envelopes containing the answers as cut pieces and the answer sheets are placed in a manila envelope on which is marked the name of the game.

When the verbs have been taught and drilled, the game is brought out as a review.

Desks are cleared, game boards and envelopes are handed out. Students begin to position their pieces at a given signal and the first few finished are of course recognized as winners. Students may be asked

to repeat the placing of pieces with an eye on the clock to see if they can improve their speed. In this way the pattern is fixed.

There are several variations of this game: mix the subject pronouns or use a different tense in each column in an advanced class.

(from *Foreign Language Notes*, Oct., 77)

A

F A B L E

In a house there was a cat, always ready to run after a mouse, but with no luck at all.

One day, in the usual chase the mouse found its way into a little hole and the cat was left with no alternative than to wait hopefully outside.

A few moments later the mouse heard a dog barking and automatically came to the conclusion that if there was a dog in the house, the cat would have to go. So he came out only to fall in the cat's grasp.

"But where is the dog?" -- asked the trembling mouse.

"There isn't any dog--it was only me imitating a barking dog," explained the happy cat, and after a pause added, "My dear fellow, if you don't speak at least two languages, you can't get anywhere nowadays."

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